GROGAN RESIDENTIAL COLLEGE

Spring 2020 Course Offerings
Grogan Residential College
Spring 2020 Residential College and Core Course Offerings

Grogan College focuses on the development of the professional self. While Grogan students are pursuing different types of careers, professionalism in every field means conducting oneself with responsibility, integrity and accountability. Research skills, teamwork, communication, the ability to work well in diverse settings, problem solving skills and a commitment to justice and fairness are paramount for success. Therefore, Grogan Core courses use a project-based learning approach where students work in teams to address real-world issues and to develop knowledge, attitudes and skills valued in professionals.

Grogan Core Courses:

Each Residential College at UNCG (Ashby, Grogan and Strong) offers a set of Core courses that are unique to the College’s curricular focus and open only to students in that RC. Below you will find descriptions of the Core courses offered in Grogan. All Grogan College Core courses use a project-based learning approach where students work on real-world issues to develop knowledge, attitudes and skills valued in professionals. Additionally, all Core courses fulfill requirements in the University’s General Education Program that are needed by all students to graduate from UNCG.

NOTE on Academic Advising: First year Grogan College students are required to take at least 1 Grogan Core course each semester. (Of course, you can take more). Upper-class students are required to enroll in capstone. Upper-class students may also enroll in other RCO courses. Because Grogan core courses are open only to Grogan College students, they are restricted. Students cannot self-enroll. You must contact your Grogan adviser, Dr. Sarah Colonna, (secolonn@uncg.edu) to be registered in your Grogan courses.
Grogan College: Core – Developing Professional Competencies

RCO 155:02 Seminar in Critical Thinking: Evidence Based Persuasion (GRD, SI)
Meg Horton, Biology,
TR 3:30-4:45 pm, Grogan 105, CRN 11254

Making oneself understood and giving convincing reasons for what we ask others to do and support is important for leadership and success in life, especially in professional contexts. Therefore, students in this course will work on developing their ability to make persuasive arguments, practice oral presentations skills and learn fundamentals of digital design. Our dual focus on 1) evidence-based argument as a mode of discourse in data-driven disciplines and 2) professionalism in oral and digital communication, will be explored using themes and issues relevant to your individual career aspirations and/or academic interests.

RCO 155:03 Millennial Narratives: The Personal and Professional in Millennial Perspective (GRD, SI)
Dr. Love Jones, Director of Human Relations, City of Greensboro
M 6:00-8:50 pm, Grogan 105, CRN 11255

Millennials are described as the generation seeing the most change in humanity, encompassing changes in politics, the dawn of Hip-hop, technological advances, the economic downturn, and the reemergence of radical activism, Millennials have been both the audience and authors of change, and this has impacted the way many Millennials’ experience, understand and connect personal and professional identity. This course explores Millennial experiences through the lens of Communication Theory with special attention to the new synergy between personal and professional life. Students will examine the perspectives of contemporary writers who critique the impact of Millennial culture on America, and they will apply what they learn to narrate their own personal and professional identities.

RCO 203:02 Ethics, Imagination and Education (GPR and WI)
Dr. Sheryl Lieb, Educational Leadership
TR 2:00-3:15 pm, Grogan 105, CRN 11256

The purpose of this course is to examine the theories of key philosophers, scholars, and cultural critics whose works continue to hold ethical implications for educating, living, and working within the complex landscape of the 21st century. From historical and philosophical perspectives, students will engage in primary readings and apply their understandings, interpretations, and imaginations to the contemporary moment—through seminar discussions, various writing activities, and through project-based learning experiences.

RCO 203:03 Ethics, Imagination and Education (GPR and WI)
Dr. Sheryl Lieb, Educational Leadership
MWF 10:00-10:50 am, Grogan 105, CRN 11257

The purpose of this course is to examine the theories of key philosophers, scholars, and cultural critics whose works continue to hold ethical implications for educating, living, and working within the complex landscape of the 21st century. From historical and philosophical perspectives, students will engage in primary readings and apply their understandings, interpretations, and imaginations to the contemporary moment—through seminar discussions, various writing activities, and through project-based learning experiences.
RCO 214:01 Science Fiction: Literature of Change (GLT, GN, WI and WGS)
Dr. Sarah Colonna, Women and Gender Studies and Associate Program Chair, Grogan College
TR 11:00 am-12:15 pm, Grogan 105, CRN 11259

This course explores the genre of science fiction short stories, looks at the history and functions of science fiction, examines both American and global (Chinese and pan-African) science fiction, and imagines what students can learn from writing their own science fiction short story influenced by these national and global factors.

RCO 215:01 Global Social Issues (GSB, GN, SI and WGS)
Dr. Sarah Colonna, Women and Gender Studies and Associate Program Chair, Grogan College
TR 9:30-10:45 am, Grogan 105, CRN 11260

In this class, we explore the concept of identity—personal, professional, and social. Emphasizing philosophical, critical, and creative thinking skills, we will address a variety of questions and issues. How do you identify yourself? How has your notion of identity changed over time? What are the common labels of identification to which people and cultures attach, and how can we interrogate long-held assumptions about them? Students will study the phenomenon of identity across time, place, cultures, and countries. Specific to Grogan’s focus on the professions, we will consider the intersections and the tensions between personal identity (existence as a private person) and professional identity (existence as a professional in the world of work). The class format emphasizes individual voice, group discussion, reflective writing and a final project.

RCO 252:02 Introductory Concepts of Biology (GNS, GLS)
Meg Horton, Biology
MW 2:00-3:15 pm, Grogan 105, CRN 11262

Introduction to major concepts in biology for students who do not plan to take additional biology courses. Explores basic aspects of biology, including genetics, physiology, and ecology. Specific topics may include conservation biology, biotechnology, and current issues. Prerequisite: Permission of instructor; Admission to a Residential College; Notes: Students may not earn credit for both BIO 111/BIO 112 and RCO 252; Students may not earn credit for both BIO 105 and RCO 252.

RCO 301: Independent Study
John Sopper, Religious Studies and Program Chair, Grogan College
(Meeting Time arranged with Faculty member)
CRN 11418

RCO 390:05 Capstone (WI and SI)
John Sopper, Religious Studies and Program Chair, Grogan College
TR 12:30-1:45 pm, Grogan 105, CRN 11261

Intended as a capstone experience for second year students in Grogan College, in this course you will connect your college experiences (curricular and co-curricular) to your preparation for whatever field of study, profession or artistic genre you intend to pursue going forward. To accomplish this, you will develop a digital capstone portfolio of your meaningful academic work and other learning experiences that demonstrates your growth and preparation for your chosen profession. By reflecting on your digital portfolio, you will also create a multi-modal oral presentation that communicates the story of your development and preparation for pursuing the work you want to do in the world. You will also explore a question within your field of study that will culminate in a research paper.
All RC Courses:

In addition to the Core courses that are unique to each Residential College, the RCs also collaborate to offer Residential College General Education courses that are open to students in all three RCs. Taught by dynamic faculty dedicated to undergraduate teaching, the Residential College courses are designed and taught in new and innovative ways.

RCO 101:01 College Writing 1 (ENG 101 Equivalent) (GRD)
Ryan Piper
MWF 2-2:50 pm, Guilford 119, CRN 11395

A course in academic writing, focusing on analysis, argument, and critical reflection using the tenets of rhetoric. Instruction in drafting, revising, and compilation of a final portfolio.
Note: Equivalent credit to ENG 101 and/or FMS 115. Students may receive credit for only one of RCO 101 or ENG 101 or FMS 115.

RCO 114:01 Introduction to Statistics (GMT/STA)
Monika Goel
MW 2:00-3:15 pm, Guilford 118, CRN 11400

Survey of statistics intended for undergraduates in any discipline. Graphical displays, numerical measures, relationships between variables, elements of good data collection. Basic probability, introduction to inferential techniques including confidence intervals and significance testing. Emphasis on statistical literacy.
Note: Students may not earn credit for both RCO 114 and STA 108.

205: 02 The Experience of Race on College Campuses (GSB)
Kayla Baker
Mondays 5:30-8:20 pm, MFOU 128, CRN 11403

Studying race as a socially constructed identity, this course is designed to introduce students to pertinent issues and topics centralized to the exploration of the influence of race in higher education. We will be discussing a broad range of topics as a foundation for understanding how race is experienced in various aspects of college campuses. The course is a comprehensive exploration of the experience of different racial groups in higher education and compares perspectives on social inequalities, campus structure, and the development of the individual within the social context of higher education. This course seeks to help students develop comfort with one’s own racial and ethnic background and sensitivity to racial and ethnic differences. The goal of this course is to enrich our understanding of race relations and racial inequalities in higher education through an examination of a number of problems and questions, including those related to the different populations on college campuses.
RCO 205:03 Diverse Marginalization in Higher Education (GSB)
Shameeka Wilson
Thursday 4:00-6:50 pm, Guilford 119, (CRN 11408)

This course will challenge students to think critically about marginalized student populations, specifically, marginalized student populations in higher education settings. Exploring the text: Our Stories Matter: Liberating the Voices of Marginalized Students through Scholarly Personal Narrative Writing, students will be challenged and encouraged to deconstruct unconscious biases and construct a Scholarly Personal Narrative of their own. Students will focus on reflection and the writing process, with continual feedback, to produce and share these narratives with their peers at the conclusion of the course. This course holds the GSB general education designation (GEC) and is intended for students enrolled in one of the three residential colleges.

RCO 215-02 Physical Activity in Native Communities (GSB/GN)
Laura Pipe
TR 3:30-4:45, Mary Foust 128, CRN 11414

Lacrosse, Stick Ball, and POWWOWs often define how people think about Native sport. However, these are just pieces of a greater story - one that defines the connected tissue of Native communities throughout the United States and Canada. Looking at traditional sports and modern games, students will explore how movement has shaped identities, histories and futures of Native communities. Additionally, students will examine how modern challenges and the fingerprints of colonial power have impacted the health of Native communities.
Grogan College Core Course Instructor Bios

Dr. Sarah E. Colonna-- Associate Program Chair for Grogan Residential College
With degrees in nursing, women’s and gender studies, and educational leadership, Sarah joined Grogan College in August 2015. She has worked in hospitals and outpatient clinics and taught at the community college and university levels. Working with Grogan College is a unique way to combine her nursing and educational experience. Her research interests include feminist thought and pedagogy, equity and diversity, leadership, and young adult literature. Sarah is a voracious basketball fan, goes to the beach whenever possible, has two spoiled mini dachshunds, and reads as much as she can. In fact, she is probably mentally sorting you into a Hogwarts house or Wheel of Time Ajah.

Dr. Love Jones, Director of Human Relations, City of Greensboro
I’m a SPARTAN and a GROGANITE! Since 1997, I have worn the badge as a proud member of the UNCG Community. Not only have I been a student at both the undergraduate and graduate levels, but I have served UNCG in professional roles that include Instructor, Coordinator for Residential Learning, Academic Director, and Research Associate. It’s Spartan Pride all the way!

I have dedicated my entire professional/academic journey to understanding the needs of people. I earned a BA as a double major in Psychology and Communication Studies. I earned my MS from East Carolina in Marriage and Family Therapy out of the School of Human Ecology. Finally, I returned to UNCG to earn a Doctorate in Cultural Studies with a concentration in Communication Studies out of the School of Education. I am genuinely interested in the way in which people establish identity and build community!

Currently I serve in the role of executive with the City of Greensboro, as the Director of the Human Relations Department, which is the human rights arm of local government. I also continue my work as an educator teaching both Interpersonal and Organizational communication to both traditional and non-traditional college populations. My personal interests include Slam poetry, mixed media art, all things live music, and spending time with friends and family!

Mr. Curtis Green, Lecturer, Biology Department

M.S., The University of North Carolina at Greensboro

Contact:
cegreen2@uncg.edu
(336) 256-1036
312 Sullivan Science Building
Ms. Meg Horton, Senior Lecturer, Biology

I received my Master’s Degree in Biology from UNCG in 1990. While a graduate student, I realized that in the University, you don’t have to choose between science and teaching—you can pursue both simultaneously. I have never seriously considered other employment since. I first taught in Ashby Residential College in spring 2008 and in Grogan Residential College in fall 2009. Teaching in the Residential Colleges has been a rewarding and productive experience. In class, expect a mix of individual and group activities, projects, case studies, traditional lecture, and real-world problems; but be prepared for individual study because there is no other way to master scientific concepts.

Dr. Sheryl Lieb

I hold a Ph.D. in Educational Studies (Concentration in Cultural Studies) and a Master’s degree in Library Science & Information Studies, both from UNCG. My scholarly interests include philosophy of education, social justice education, academic writing, and narrative forms of research and writing. Specific to teaching at Grogan, I aim to provide students a space in which they can speak to their individual points of view, reflect on their learning processes (verbally and in writing), and creatively communicate them through special projects. In addition to teaching, I provide professional services as an academic content editor and writing consultant (essays, theses, dissertations, journal articles, and other scholarly materials). On the personal side, I maintain a steady Bikram yoga practice—90 minutes, in a room heated to 105 degrees! I also enjoy the outdoors, music, dancing, and meeting with friends in favorite coffee shops.

Dr. Dale Schunk, School of Education

Dr. Schunk’s research examines the effects of social and instructional factors on learning, motivation, and self-regulation. He teaches graduate courses in learning and motivation and undergraduate courses in learning and educational psychology. Author of textbooks on learning and motivation, he has published over 120 articles and chapters and has edited nine books. For 10 years he was Dean of the UNCG School of Education. His awards include the Senior Distinguished Research Scholar Award (UNCG School of Education), the Award for Outstanding Contributions (American Educational Research Association Studying and Self-Regulated Learning Special Interest Group), and inclusion in Who’s Who in America.
Mr. John Sopper, Grogan College Program Chair and Adjunct Associate Professor, Religious Studies  I completed a self-directed undergraduate degree in the Humanities at Brown University before getting a Master’s in Religious Studies from Princeton. I love thinking about religious and ethical ideas and how they influence modern life. Since coming to UNCG, I’ve taught numerous courses on religious thought, culture and ethics. In Grogan I oversee all administrative aspects of Grogan College and I teach the Capstone Experience. I live in an old house in downtown Greensboro with my partner of 25 years, Woody, and our cat Sojo. I love gardening, hiking, good architecture, drinking strong coffee, and eating interesting food.

Kayla Baker: Kayla Baker currently works as the Institutional Effectiveness Associate at North Carolina A&T State University. Her experience in higher education administration includes work in diversity and inclusion, campus activities, Greek life, leadership development, undergraduate research, and academic advising. She uses her love for education and young people to help students explore goals, personal development, culture, and the arts. Kayla earned her Bachelor of Science in Business Management from North Carolina A&T State University and a Master of Education in Student Affairs Administration in Higher Education from the University of North Carolina at Greensboro. Kayla is currently obtaining her Doctor of Philosophy in Educational Leadership and Cultural Foundations where her research interests are campus climate, racial relations, and social inequities. She has presented at local, regional, and national conferences on topics that range from empowering P-16 students, Black women as social change agents, how race impacts educational experiences, and enhancing campus climates for diversity. In addition to professional conference presentations, she has also been invited to facilitate workshops at various higher education institutions and community events. She was born and raised in Baltimore, MD and enjoys traveling, teaching dance classes, being the creative director for Artistic Intellectual, and serving the community as a member of Alpha Kappa Alpha Sorority, Inc.

Monika Goel: My name is Monika Goel and I serve as a lecturer in the department of Mathematics and Statistics at the University of North Carolina at Greensboro. I completed my Masters in education and mathematics (with an applied concentration in statistics) from both India and here at UNCG. I have been teaching at the university level since 2017, but prior to that, taught in elementary, middle, and high schools in Guilford County Schools. After joining UNCG, I have worked with undergraduate level courses in statistics. I have always loved teaching and mentoring my students not only in their classes, but also through their extracurricular and career aspirations. At home, I live with my husband and have two adorable daughters. My older daughter recently started dental school at the University of North Carolina at Chapel Hill Adams School of Dentistry (go Tar Heels!) and my younger daughter attends the Early College at NC A&T and is currently applying to colleges. I would love for all of you to stop by and introduce yourself whenever you get the chance – looking forward to working with you!
Dr. Laura Pipe: Dr. Pipe completed her undergraduate work at The Schieffer School of Journalism at Texas Christian University and her masters at the School of Education at Syracuse University, Laura has developed an expertise in applied, integrative and active learning pedagogies, particularly in the area of inclusive engagement. Laura completed her doctoral work in the area Sociohistorical Studies within Kinesiology at UNCG. Her scholarly and teaching interests focus on action sports (bicycle motocross, skateboarding, stock car racing) centering on the construction and regulation of public and private space for human movement. Additionally, she has a continued interest in physical activity within First Nation/Indigenous communities sparked by a deep affection for The Creator’s Game (Lacrosse) and the Haudenosaunee Confederacy (the Iroquois). The connections between sport/physical activity and education have continued to influence and energize Laura’s work with faculty and students.

Ryan Piper: Ryan received his Masters of English and undergraduate degree from the University of North Carolina at Greensboro, where he also served as a Graduate Teaching Fellow and as the Assistant Director for Residential College Development for Ashby and Strong College. His research has a focus on direct address in literature, and lately, witchcraft. Ryan’s perfect day consists of snowy weather, a cup of coffee, his cat spread out on his lap, and a binge-worthy television series.

Shameeka Wilson: Shameeka Wilson, '18 graduated from UNCG in the inaugural cohort of Teacher Education Fellows (TEF) with her Bachelor of Science degree from the Professions in Deafness: K-12 Deaf and hard of hearing Teacher Licensure Program. During her time on campus, she participated in many co-curricular programs such as the Spartans of Promise, various academic honors societies, faculty-led study abroad experiences, and she has been highlighted in the university's brand refresh campaign. (word?) Currently, she works as a K-1 Exceptional Children’s (EC) teacher with Asheboro City Schools and is on track to finish the M.Ed - TESOL program in May 2020. After graduation, she has dreams to continue teaching, relocate to TX to pursue a PhD in Bilingual/Bicultural Education from UT-Austin so that she can work as a university professor and become an advocate for the education of emergent bilinguals across the globe. She is very enthused at the opportunity to continuing her growth, in teaching, as a Graduate Teacher Education Fellow.